Better Learning Through Structured Teaching

Doug Fisher

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400+ page textbook

"Somites are blocks of dorsal mesodermal cells adjacent to the notochord during vertebrate organogenesis."

"Improved vascular definition in radiographs of the arterial phase or of the venous phase can be procured by a process of subtraction whereby positive and negative images of the overlying skull are superimposed on one another."
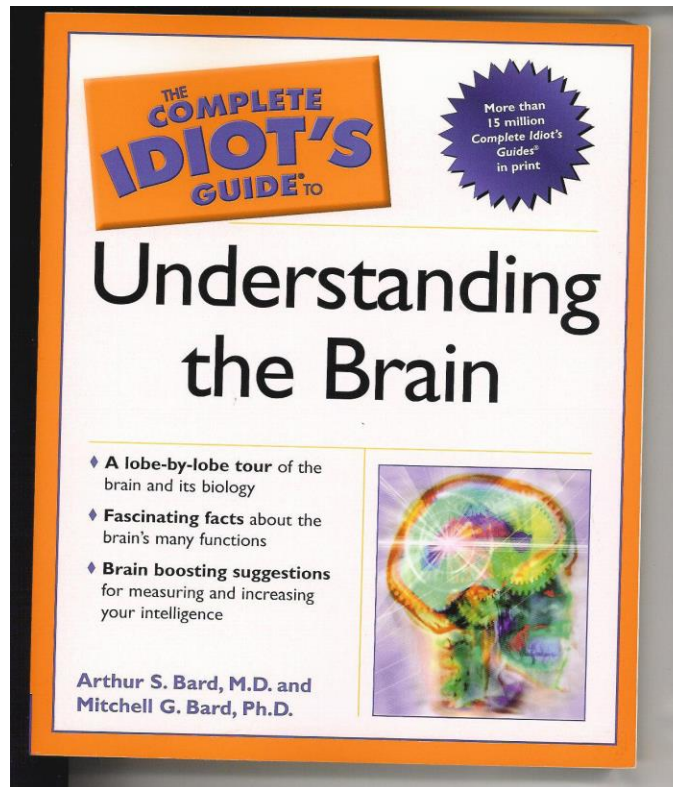
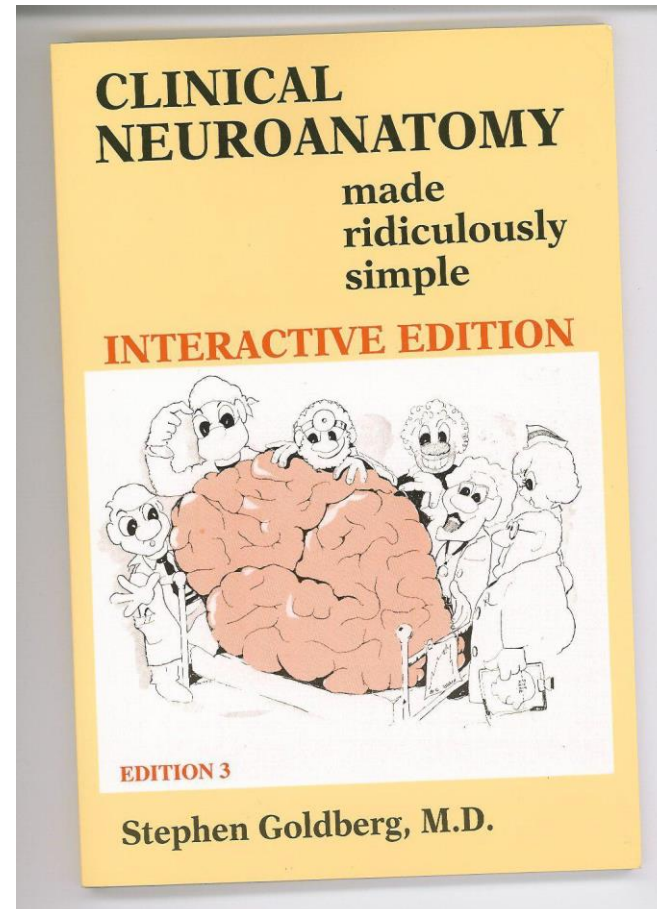"I don't know how you're going to learn this, but it's on the test."

Quick, build background!
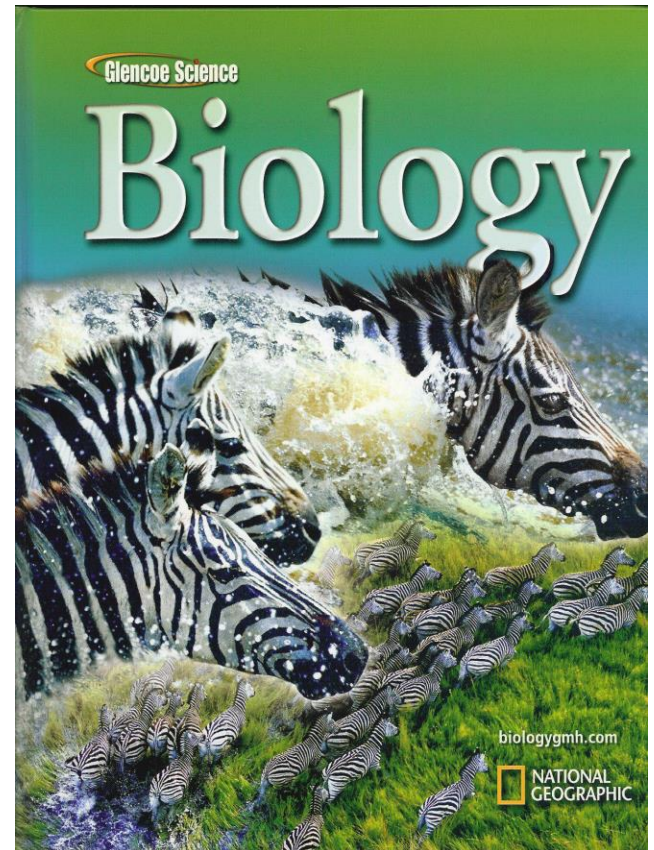
Expand understanding through reading
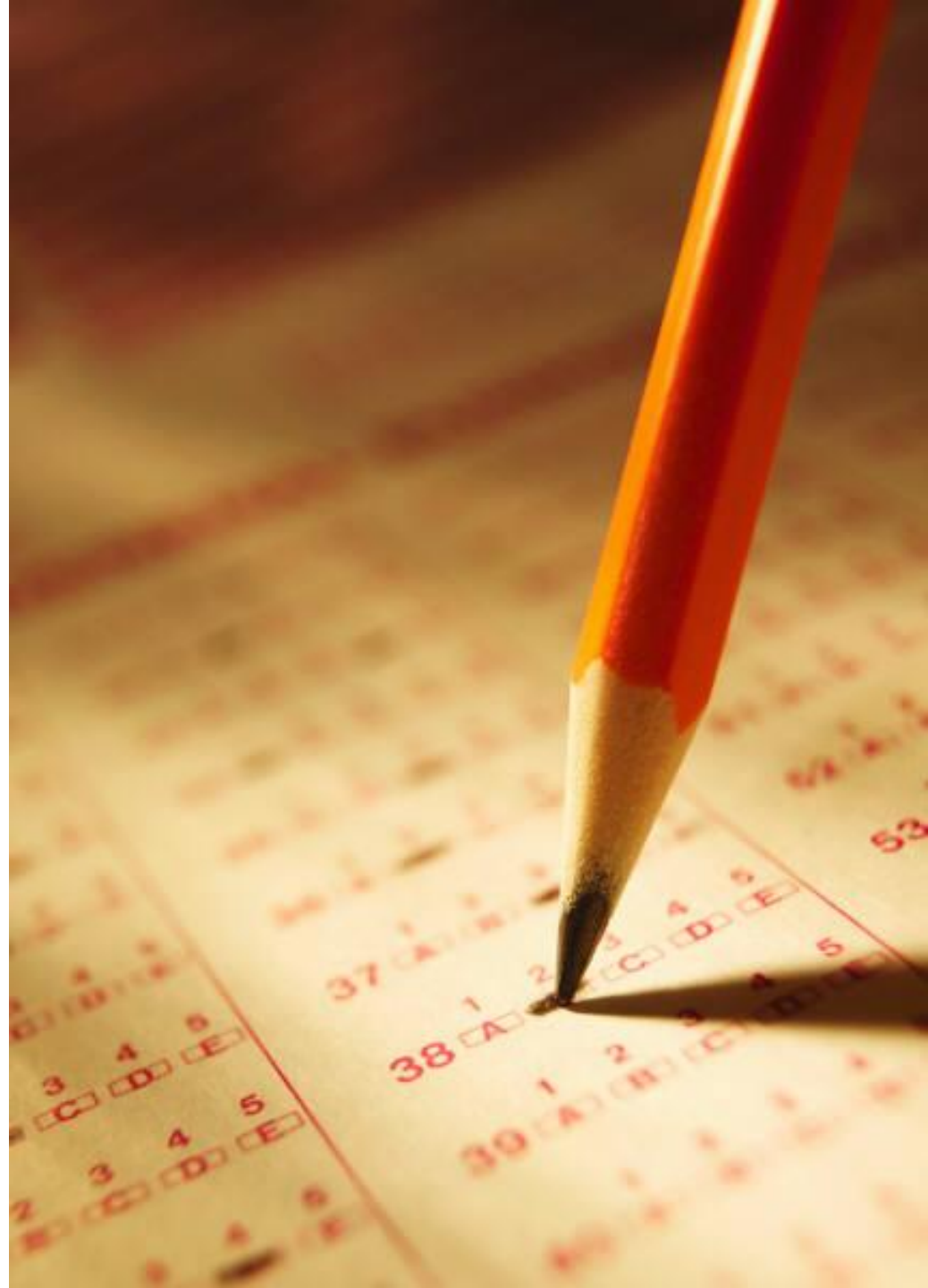
Reading increasingly difficult texts

Read "non-traditional" texts

- To date, over 100 YouTube videos!
- PBS (*The Secret Life of the Brain*)
- Internet quiz sites about neuroanatomy
- Talking with peers and others interested in the brain

But, the midterm comes

17 pages, single spaced

Besides Some Neuroanatomy, What Have I Learned?

- You can't learn from books you can't read (but you can learn)
- Reading widely builds background and vocabulary
- Interacting with others keeps me motivated and clarifies information and extends understanding
- I have choices and rely on strategies

The teacher needed to…

- Establish learning goals
- Check for understanding
- Provide feedback
- Align future instruction with student performance
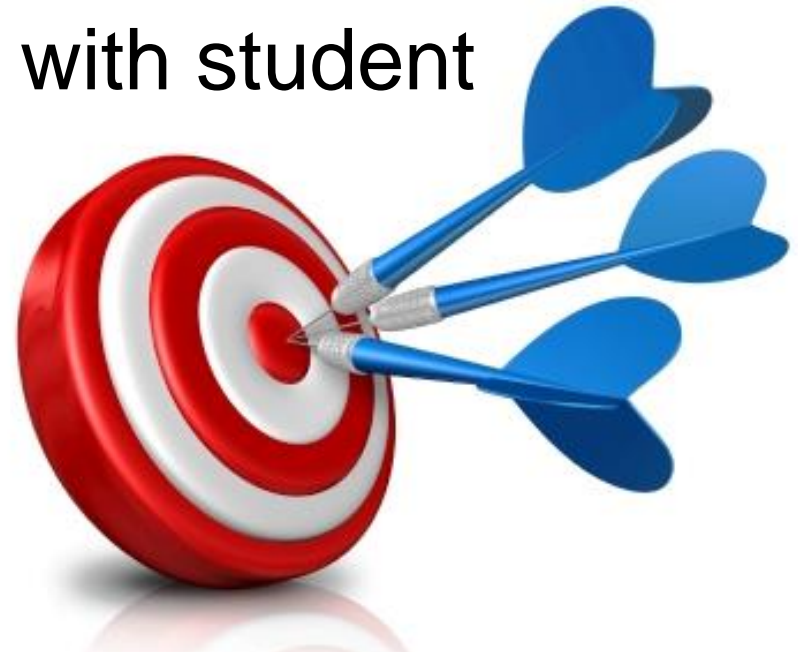
TEACHER RESPONSIBILITY
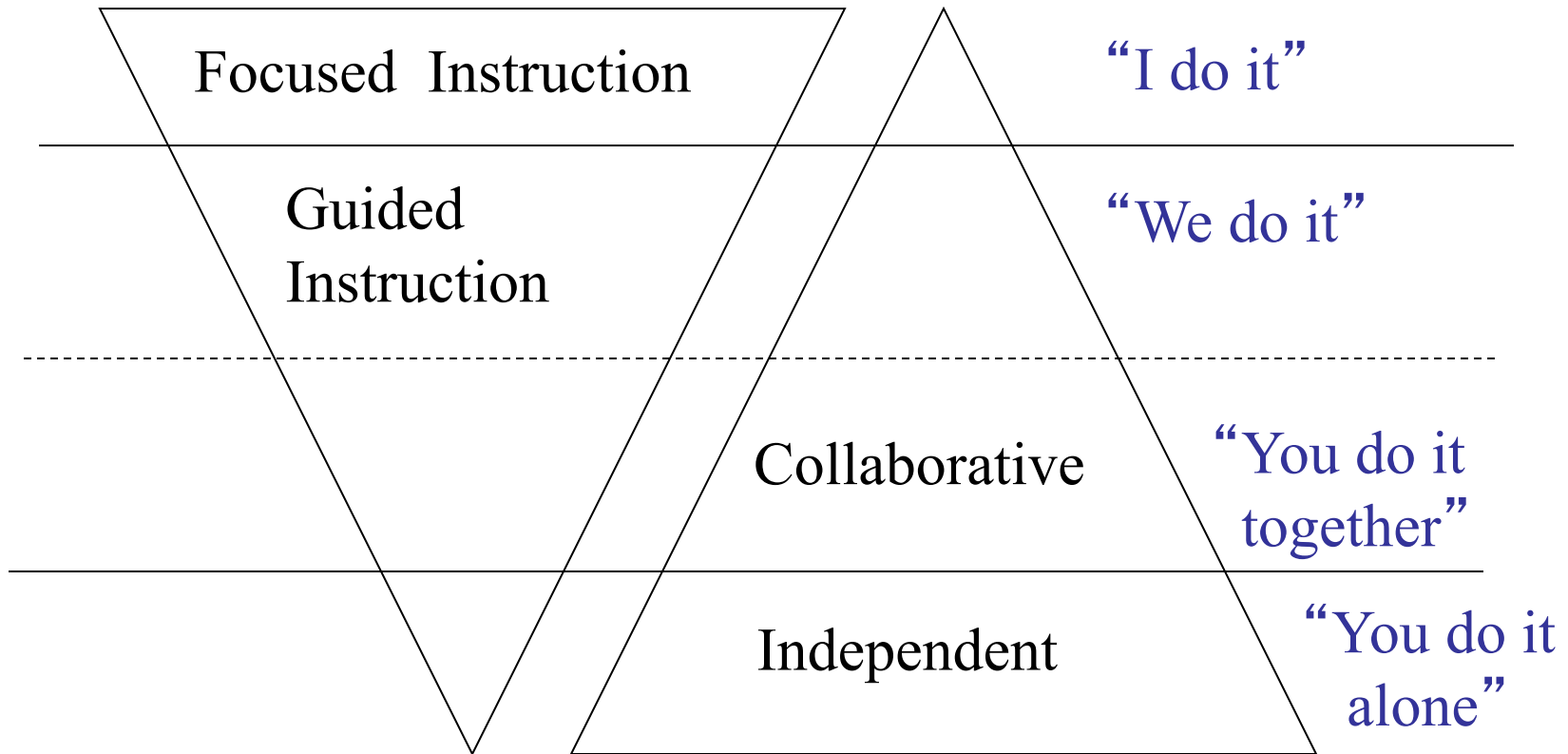
Focused Instruction

"I do it"

Guided
Instruction

"We do it"

Collaborative

"You do it
together"

Independent

"You do it
alone"

STUDENT RESPONSIBILITY

A Structure for Instruction that Works

(c) Frey & Fisher, 2008

In some classrooms …

TEACHER RESPONSIBILITY

Focused Instruction

"I do it"

Independent

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STUDENT RESPONSIBILITY

(c) Frey & Fisher, 2008

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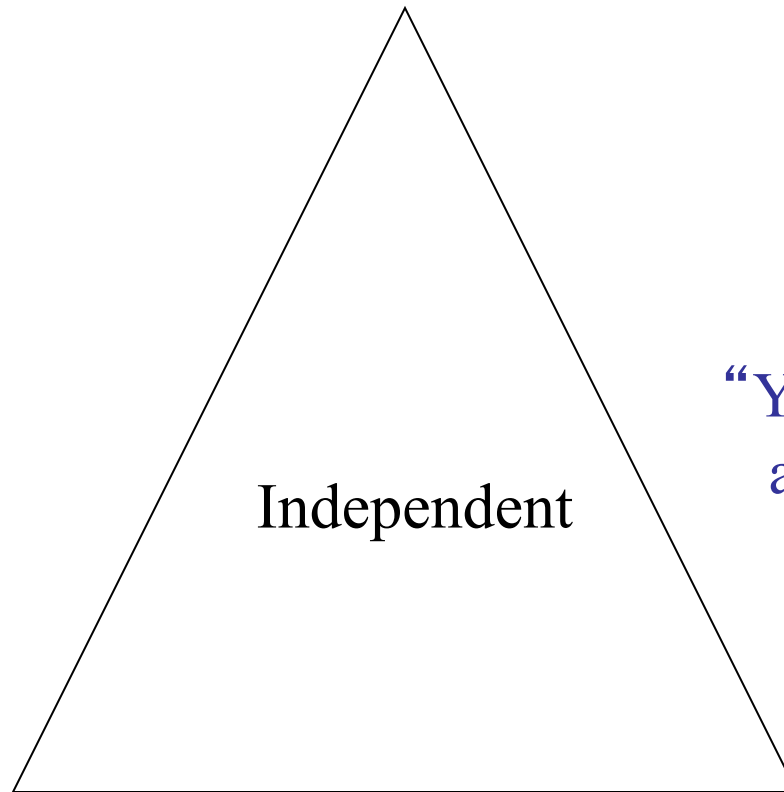
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STUDENT RESPONSIBILITY

(c) Frey & Fisher, 2008

And in some classrooms ...

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TEACHER RESPONSIBILITY

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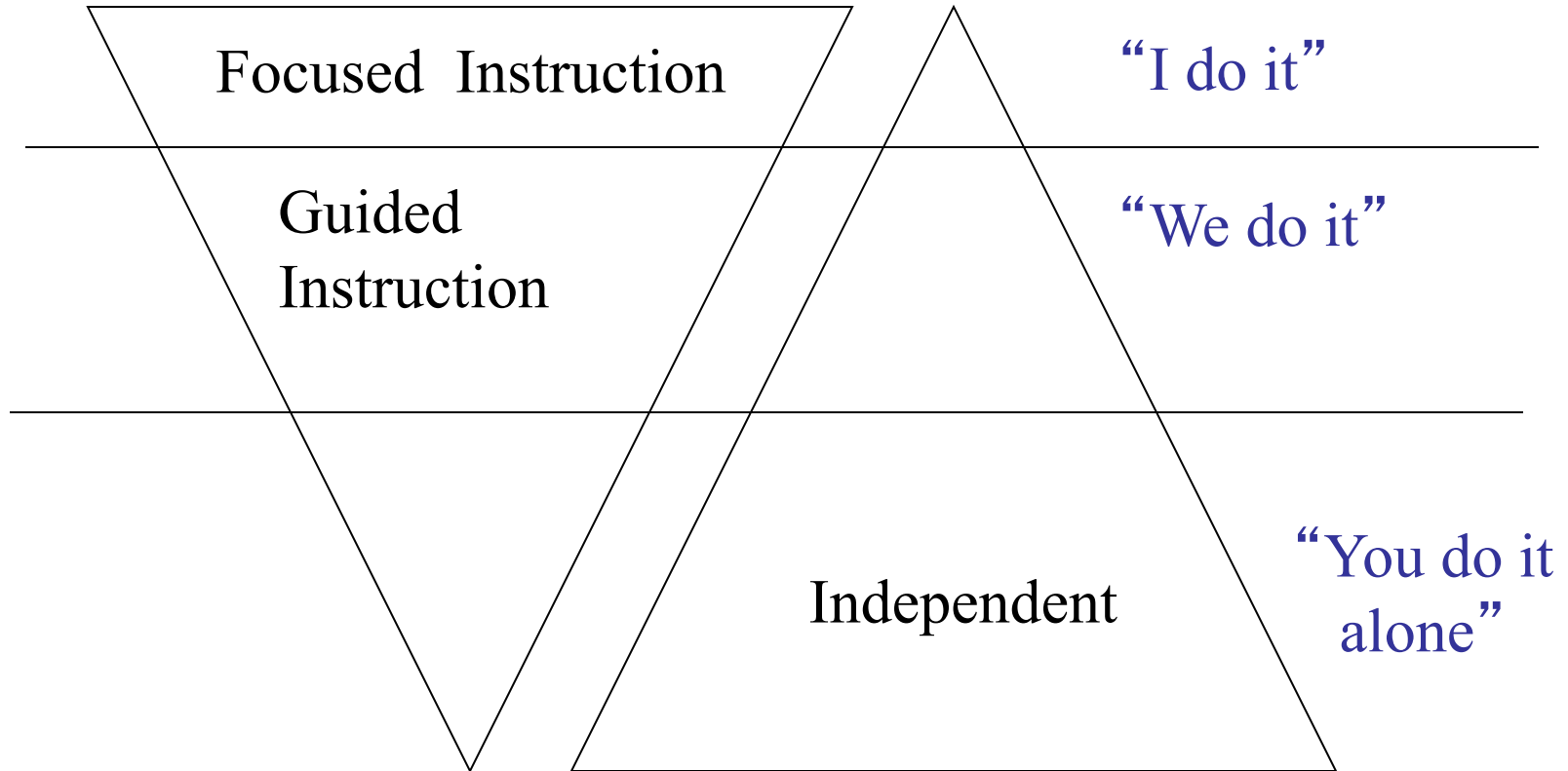
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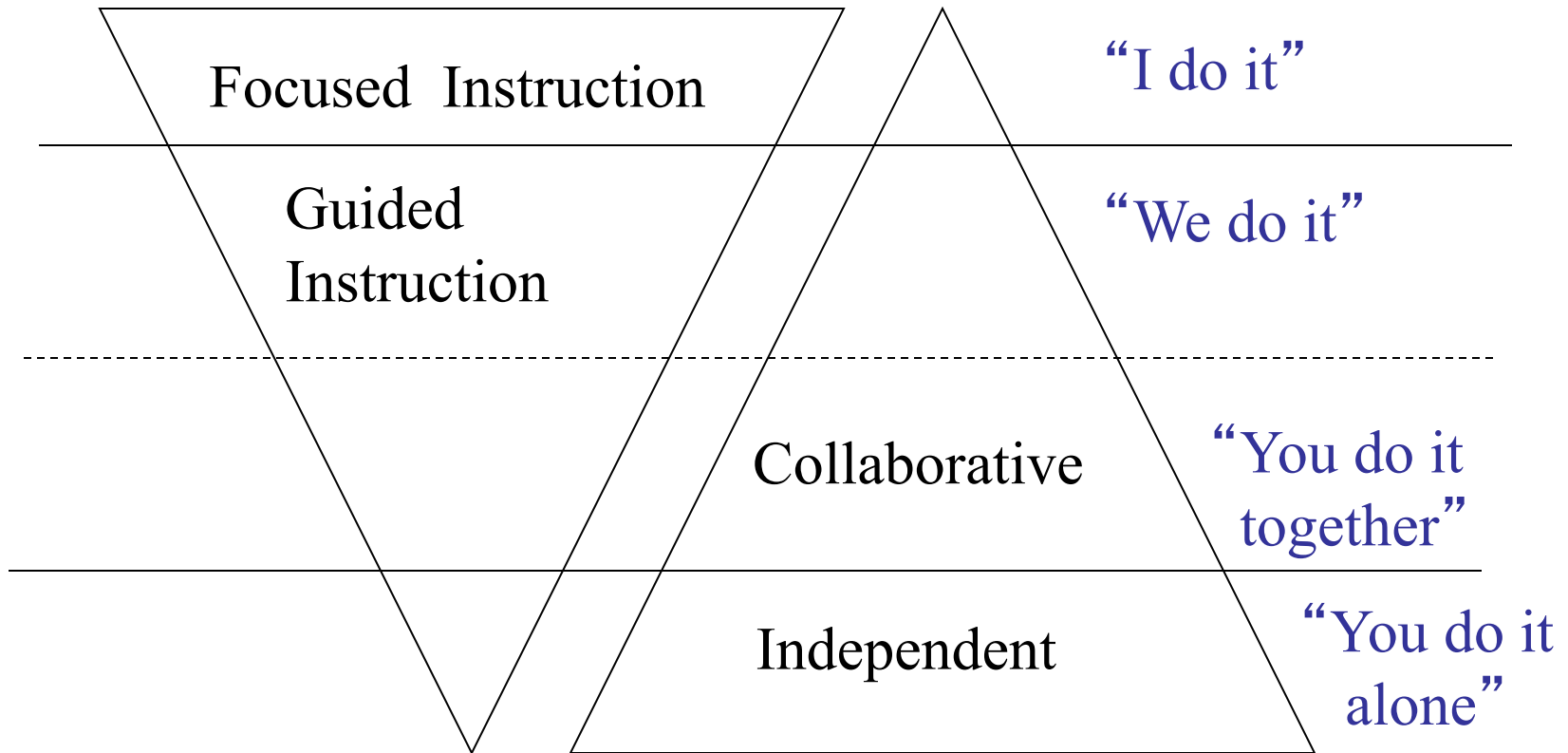
STUDENT RESPONSIBILITY

A Structure for Instruction that Works

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DRAFT Indicators of Success - Establishing Purpose (1/8/11)

| INDICATORS	Phase 4-Exemplary	Phase 3-Proficient	Phase 2-Approaching	Phase 1-Minimal
The established purpose focuses on student learning, rather than an activity, assignment, or task.	The established purpose requires students to use critical and creative thinking to acquire information, resolve a problem, apply a skill, or evaluate a process. The lesson's work is clearly linked to a theme, problem, project, or question the class is investigating.	The established purpose is linked to a theme, problem, project or question, but the lesson's work is primarily on an isolated activity, assignment, task, rather than an enduring understanding.	The established purpose mostly contains statements about activities, assignments, or tasks, with minimal linkage to a theme, problem, project, or question. The work is primarily reproductive in nature.	The established purpose fails to link the lesson's classroom work to any theme, problem, project, or question. Instead, an agenda of isolated activities, assignments, or tasks is listed.
The established purpose contains both content and language components.	The established purpose contains statements about grade- or course-appropriate content as well language demands which can be learned and accomplished today.	The established purpose contains content and language demand components that are grade- or course-appropriate, but are too broad and require several lessons to learn.	The established purpose omits either the content or language component. It is grade- or content-appropriate, but is too broad and requires several lessons to accomplish.	The statement is not grade- or course-appropriate. The statement is vague and does not provide students with a clear sense of what is expected and what is to be learned.
Students understand the relevance of the established purpose.	Randomly selected students can explain the stated purposes of the lesson and how they are linked to a theme, problem, project, or question. The student recognizes the relevance of the purpose beyond the classroom or for learning's sake as well as how information can be found, used, created, or shared.	Randomly selected students can restate the purpose and report how the purpose is related to a theme, problem, project, or question. The student may recognize some relevance to their own life or technology.	Randomly selected students can restate the relevance established by the teacher, but do not see connections [...] they understand the purpose as completing a task rather than a link to a theme, problem, project, or question. They are not able to link their learning to usefulness beyond the classroom.	
Students can explain the established purpose in their own words.	Randomly selected students can explain or demonstrate what they are learning in their own words and what is expected them for the lesson.	Randomly selected students can restate portions of the established purpose using the teacher's words.	Randomly selected students can restate portions of the purpose of the lesson. These partial explanations reflect the teacher's wording more than their own.	Randomly selected students are unable to correctly state the purpose of the lesson.
The teacher designs meaningful experiences and outcomes aligned with the established purpose.	The established purpose requires students to actively construct meaning through interaction with the teacher, content materials, and each other. Students receive feedback about the task, the processing of the task, self-regulation, and about the self as person.	The established purpose requires interaction with the teacher, content materials, and each other, but the teacher, rather than the students mostly develops the meaning. The feedback students receive focuses mainly on the task with some information about the process used.	The established purpose requires some interaction, but is mostly confined to reproduction and recall of content. Students may not see the task as meaningful and receive feedback that is not specific and only focused on the task.	The established purpose focuses on a one-way transmission model of instruction, with little or no interaction with teacher, content, or each. Students receive little timely and specific feedback other than whether or not they completed the task correctly.
The teacher has a plan for determining when the established purpose has been met.	The teacher can explain a system to check for understanding during and after the lesson and how this information is used to inform instructional decisions within the current lesson and the lessons that follow. The format of the lesson is designed to allow the teacher to respond to students' misconceptions or partial understandings.	The teacher can explain how he or she checks for understanding during and after the lesson. The results of the lesson's work are used to make instructional decisions about the next lesson.	The teacher checks for understanding at the end of the lesson only. He or she can explain how these results are used to make instructional decisions about the next lesson.	The tasks are graded, but do not drive instruction. Instead, the emphasis is on task completion, rather than on gauging student learning to design the next lesson.

The established purpose **focuses on student learning**, rather than an activity, assignment, or task.
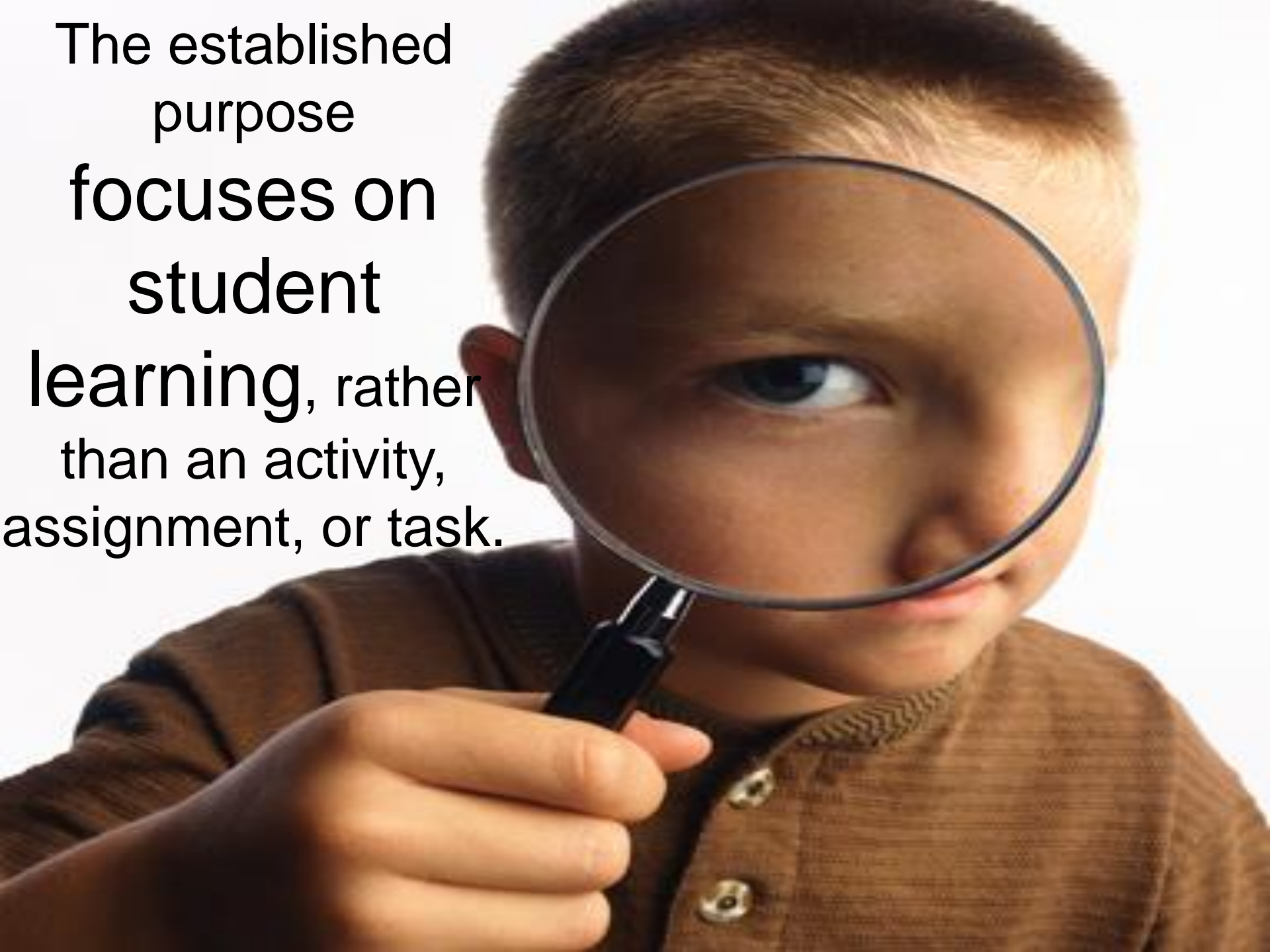
Students
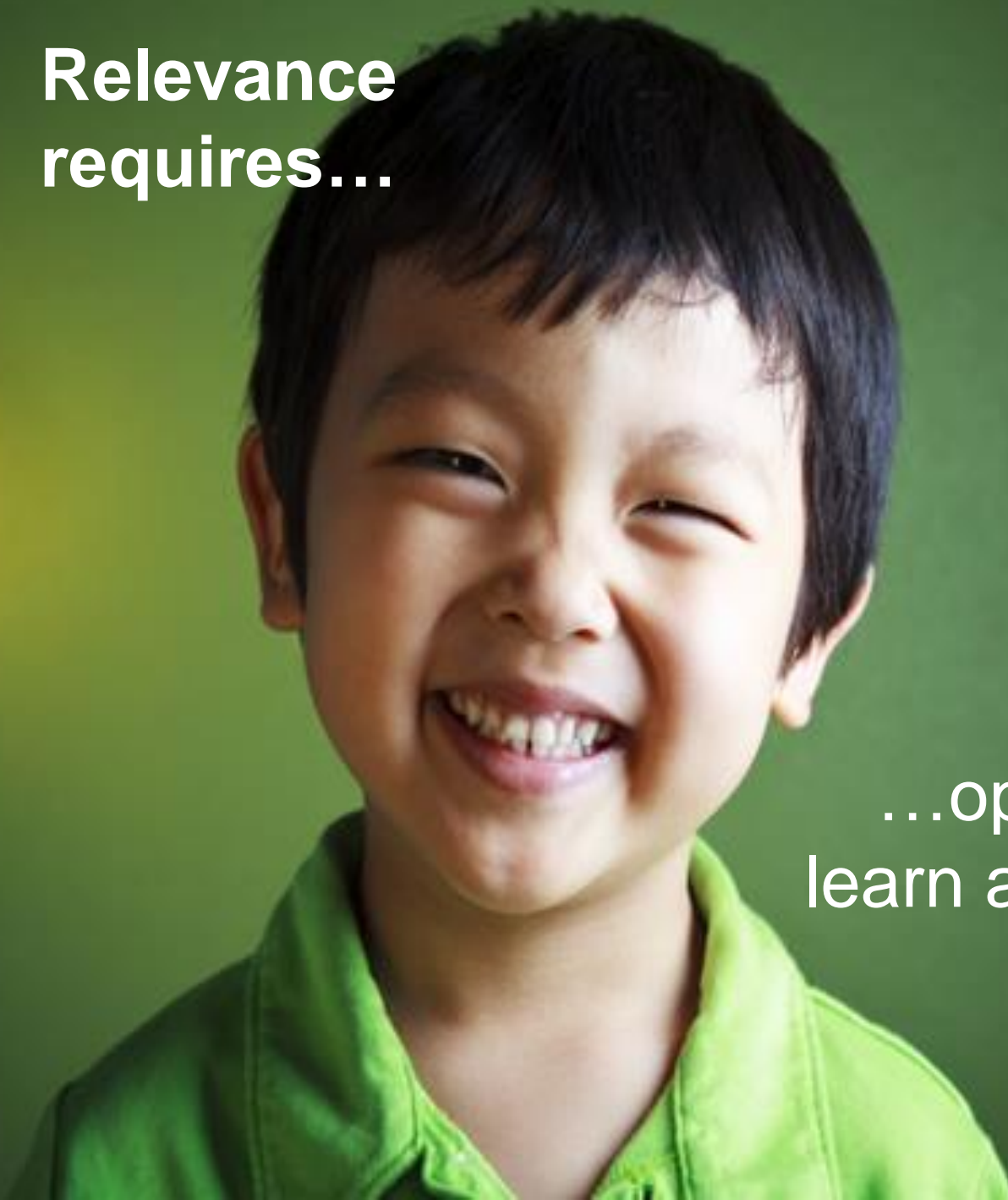
understand the

relevance

of the established purpose.

Relevance requires…

…making connections between the subject and its application outside of the classroom walls.

Relevance requires…

…opportunities to learn about oneself as a learner.
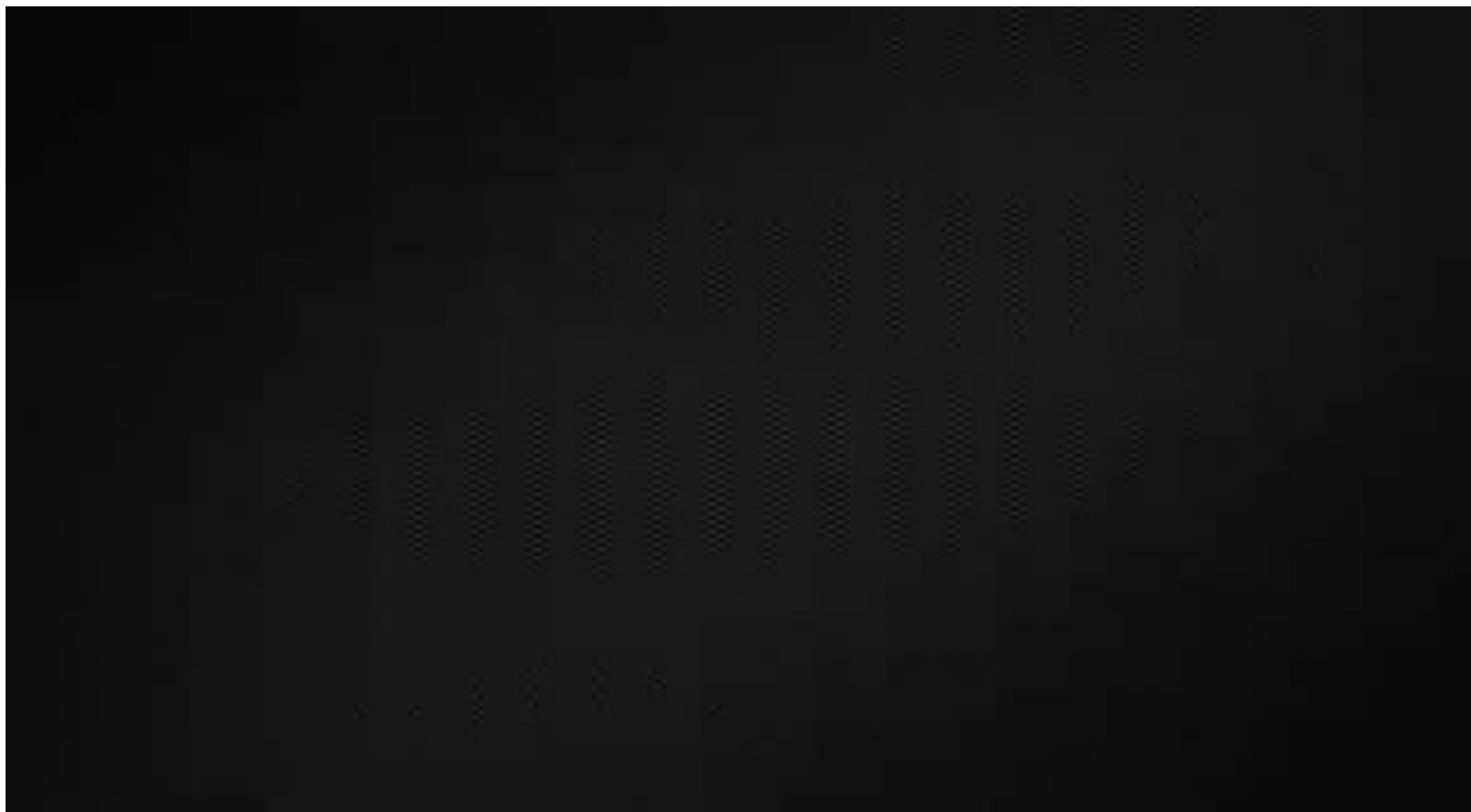
Relevance requires…

… learning for learning's sake.

WHY?

The teacher designs meaningful experiences and outcomes aligned with the established purpose.

Indicators of Success - Productive Group Work DRAF T

INDICATORS	4-Exemplary	3-Applying	2-Approaching	1-Limited
Complexity of task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*	Task reflects purpose and what was modeled. The task allows students an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled. Students have an opportunity to experiment with concepts.	Tasks provide multiple, clear opportunities for students to apply and extend what was modeled. Students have an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled.	The task is somewhat reflective of the purpose of the lesson, but there is little opportunity for student experimentation or innovation.	Task is an exact replication of what was modeled, with little or no opportunity for student experimentation with concepts.
Joint attention to tasks or materials: *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*	Students ask critical questions of each other, developing and forming personal opinions and conclusions. They are able to evaluate and synthesize information, as well as independently use a variety of resources to acquire new or unknown information.	Body language, visual gaze, and language interactions provide evidence of joint attention to the task or materials by all members of the group. Students can explain their contributions and the contributions of other group members.	Body language, visual gaze, and language interactions provide some evidence of mutual attention to the task or materials by most members. Students are not holding each other accountable for purposeful contributions.	Students divide up the task so that they can work, then meet near end to assemble components. Body language, visual gaze, and lack of language interactions provide evidence of independent work occurring within the group.
Argumentation not arguing: *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*	Students reach a better understanding or consensus based on evidence and opinions provided by others. Students hold each member of the group accountable by using questioning strategies and evidence to persuade or disagree. The conversation is respectful and collaborative.	Students ask for and offer evidence to support claims. However, members continue maintaining a belief or position about a topic without considering the argument of others in the conversation. The conversation is generally respectful but some members may not participate.	There is a process in place for accountable talk. However, student dialogue is limited and can at times be off-task, or they make little effort to support their product. The conversation is generally respectful, but is often dominated by one member of the group or veers off-topic.	No clear process is in place to facilitate accountable talk. Lack of structure is evidence as students are off-task, in conflict, and/or are unable to complete product.
Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*	Sentence frames are differentiated based on students' proficiency and need. A wide range of frames are available for students and students use the frames independently in academic language and writing. Teacher modeling includes the use of frames as well as academic vocabulary and high expectations for language production.	Students use one or two sentence frames from the variety that are available in a structured setting. A set of target vocabulary is available and used. Teachers model the use of frames. Students are encouraged to use the language support in guided instruction and productive group work.	Academic language related to the concept/standard is present. A frame may be provided. The teacher models at least once using target vocabulary or language frame. Students are encouraged to attempt using target vocabulary without opportunities for guided practice.	Vocabulary is posted but its use is not modeled. Students are simply told to use words. Language frames are not provided.
Teacher role: *What is the teacher doing while productive group work is occurring?*	Teacher is purposeful in scaffolding using prompts, cues and questions and checks for understanding regularly. Evidence collected during this time is used to plan further instruction.	Some scaffolding and checking for understanding occurs but there are delays in corrections or changes to the instruction. There is a link to further instruction.	Scaffolding or checking for understand occurs but is not used to plan further instruction.	Teacher manages, but does not interact with groups to scaffold conceptual knowledge.
Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*	Groups are flexible and change based on students' proficiency, academic need, and/or content area. Productive group work occurs throughout the day.	Purposeful heterogeneous grouping occurs which are fluid in response to students' proficiency.	Some heterogeneous grouping occurs, but homogeneous grouping practices dominate. Decisions based on assessment are not apparent.	Grouping practices are solely homogeneous and are done primarily for scheduling convenience.

Quality Indicator #1

Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

Quality Indicator #2
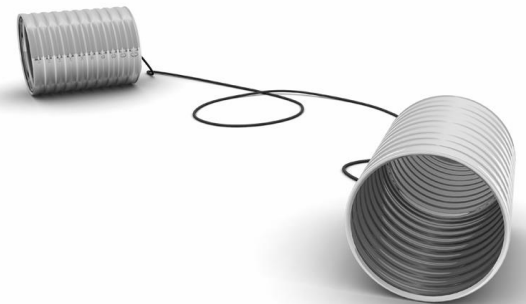
Joint attention to tasks or materials

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Quality Indicator #3

Argumentation not arguing:
Student use accountable talk *to persuade, provide evidence, ask questions of one another, and* disagree *without being* disagreeable.

Quality Indicator #4

Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*

Quality Indicator #5

Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

Quality Indicator #6

Teacher role: *What is the teacher doing while productive group work is occurring?*

Quality Indicator #1

Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

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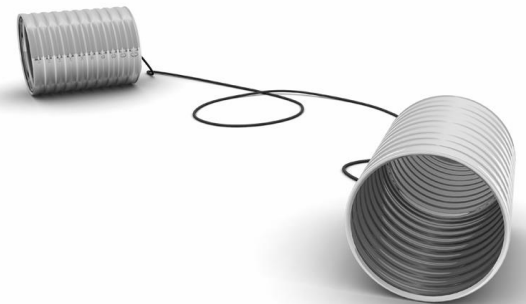
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